OFFICIAL PUBLICATION OF THE CANADIAN CAMPING ASSOCIATION

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April 1957, TORONTO, CANADA

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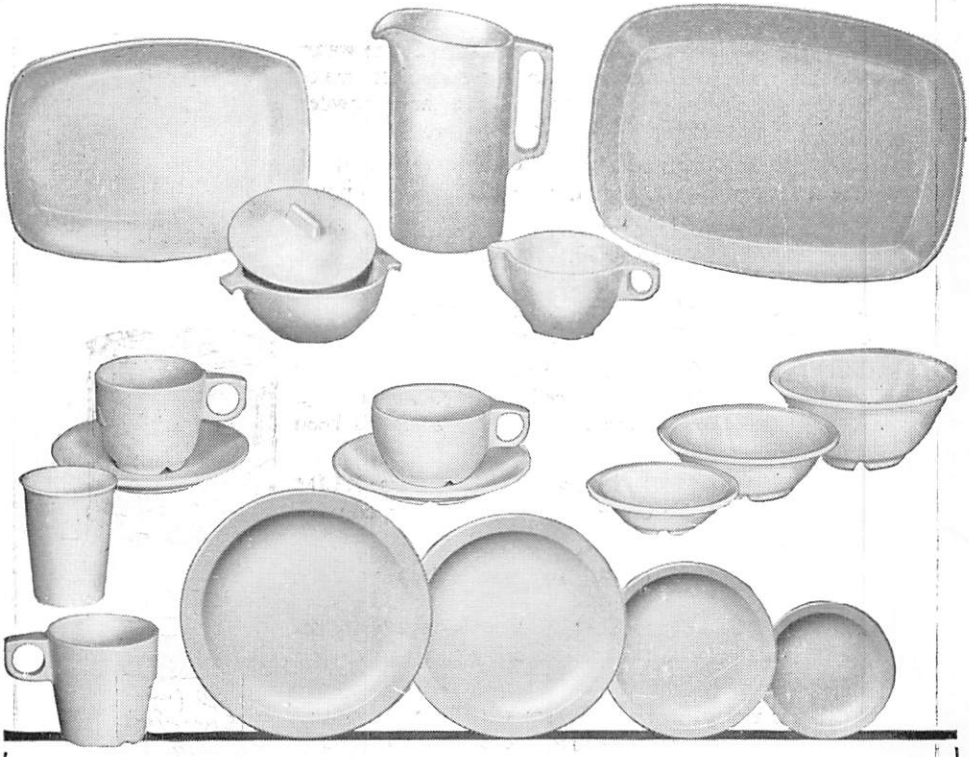

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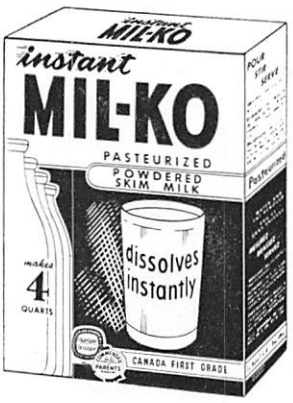

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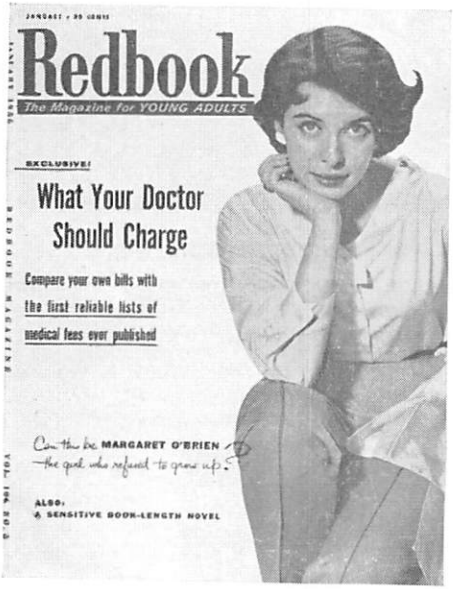
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Dear Sam:

What a pity you had to miss the Camping Conference this year. I think you who have seen this thing grow would have been even more impressed than I was. Each year it gets bigger and better. We, of course, maintained our usual popularity by serving coffee as fast as it could be poured — 600 cups (!) — but I still have to refuse to go along with your thoroughly vulgar suggestion that we should christen it "Kert's Koffee Korner".

The big thing this year is DANDY, a really extraordinary liquid detergent. It is much the most concentrated product of its kind and it is almost impervious to contamination. This means that you can wash many, many greasy dishes before it becomes necessary to change the water. All this adds up to a very economical cleaner. I think the Camps are going to like it, especially as we are supplying free of charge a simple, but completely effective, dispenser, which just screws into the top of the gallon bottles and measures out exactly one ounce — enough for a normal sink — and ensures that there will be no wasteage. Our friends at the Royal York went away bearing samples of DANDY, which they will now have tried and, I am sure, thoroughly approved. I am going to send you a sample to prove it to yourself. If you know of anyone else who would like one, get them to drop me a line and I will certainly see that they get enough to carry out a thorough test.

You will be pleased to know that we have decided to handle the paint line, which you found so good last year. Frankly I was a little doubtful until I saw your dark green cabins so effectively painted over with only one coat of white. We have since used it in our own plant, and I can confirm your good opinions, first hand. These Selectone paints should go very well this year. We are buying in very large quantities and will have the pleasure of offering the whole line to our Camping friends at Dealers Prices — they will thus have the opportunity of buying at Hardware Store COSTS.

The new trucking set-up I was telling you about is now in operation and we shall be delivering this year to most Camps on our own Transports, which will produce a significant price saving, of which our Camps will get full benefit.

Looking forward to seeing you again very soon, I am,

With warmest personal regards,

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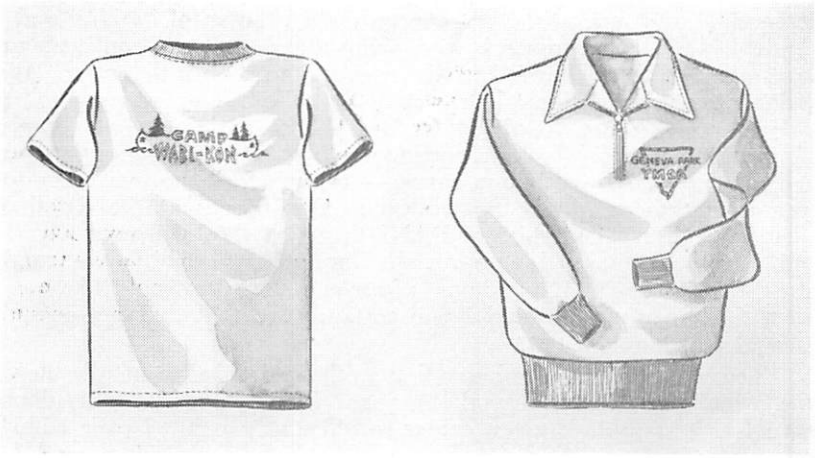

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CANADIAN CAMPING

Vol. 9 APRIL, 1957 No. 3

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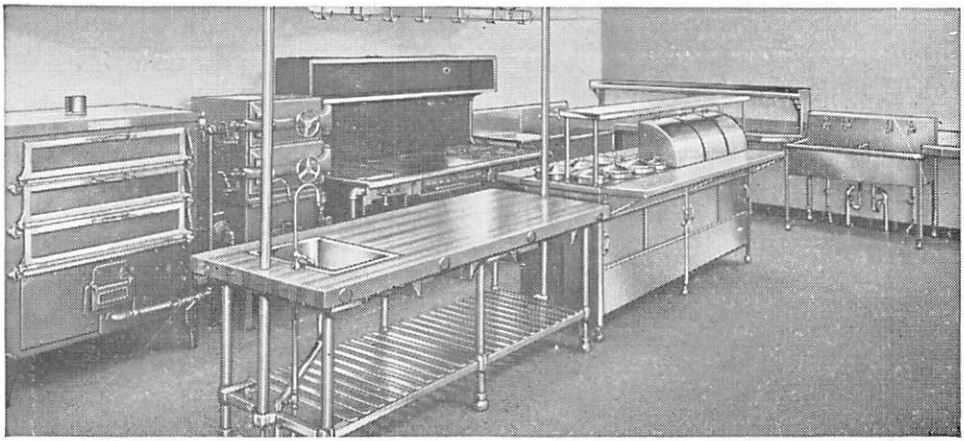

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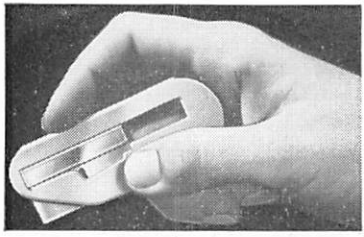

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CAMPING and the HEADLINES

EDITORIAL

By W. E. Yard

Our world in 1957 is a world of headlines,—big , bold, shocking, sometimes terrifying, headlines.

Young people are frequently confused by these headlines as they try desperately to fit themselves for useful roles in our society.

Camp counsellors and staff took time at a recent O.C.A. counsellor training meeting to ask themselves where, in camp work, were the opportunities related to alleviating the problems and conditions which so often dominate the headlines . . . It was a *positive* discussion, for there *are* opportunities—and our young people saw them something like this:

Related to the World Situation . . . We, at camp, have opportunities for music, games, special "international" programmes, worship services and fund-raising projects for various missionary works . . . and through all of these, to build, above all, a spirit of understanding and brotherhood in large groups of children among whom are certainly those with potentials for leading our world towards universal peace and goodwill.

Related to tragedies that result from emotional instability . . . We, at camp, have opportunities for providing security, love and outlets for creative expression, and through these, to help young people in their normal emotional development. . . . We also have an opportunity to detect problems at an early stage and to assist parents in securing the most helpful advice when such problems become apparent.

Related to "Teenage" Headlines—We, at camp, have perhaps the greatest opportunity of all. Recognizing the special group and individual needs of these fast-growing boys and girls, we can provide a setting which has at once the picturesque attractiveness and outstanding leadership to which they best respond, the opportunities for physical "proving" that they need and want, and the sense of "independence" that helps them grow through away-from-home experience.

Related to the changing conditions of work — (i.e. shorter week, more leisure time) — We camp people have one of our most important challenges in helping young people acquire the interests, applications, skills, and attitudes which will have positive "carry over value" in later years. Not the least of these is a positive attitude toward work itself, so aptly expressed by the late David Lloyd George:

> "Work you have accomplished is the only real legacy you can leave to the world. It can be a worth-while legacy if you choose to make it so. Find some task into which you can throw your whole heart and soul; and having found it, learn to do that task as thoroughly and efficiently as possible. Opportunities for great things come surely to one who is reliable, efficient and eager. But let your purpose be the doing of the job, not the reward of fame to be reaped therefrom; for the final measure of a man is not what he has gained, but what he has done." —●

THE COUNSELLOR'S JOB . . .

One thing all directors have to face is the fact that there is no source of trained counsellors. There is no central supply house where he can order a dozen counsellors trained to look after cabin groups. There are no annual "graduating" classes of people who have had a three- or four-year course in camp counselling. He must gather together people who have the basic personalities, and train them himself. He must run concurrently, a camp for children and a training school for their leaders.

He has set up this training scheme. It is a long-term project in his eyes . . . a matter of years, perhaps.

How does it work? How do you become trained? When do you become trained? Pre pre-camp, pre-camp, all summer? Part of your job is making the best use of this training.

Your contract — When you sign your contract you are joining an organization pledging yourself to it.

Your duties fall into several areas of responsibility:—

1st AREA:—Your duties in association with the **Director.**

A. *Become Oriented:*

1. Find out the philosophy of the Camp—its aims, ideals, objectives, standards, etc. —
   How do you do this?
   a. Printed statement
   b. Ask questions
   c. Keep your eyes and ears open — everything that is done in this camp reflects its philosophy.

2. Become physically oriented:—
   Explore the place:—
   Buildings and their names
   Equipment
   The natural environment—trees, rocks, etc. Become familiar with it. Learn to live in the woods. Keep healthy, warm and dry.

3. Rules and Regulations:—
   Learn them. Most come under two headings:—
   1. Safety
   2. The solution for a problem which the camp has faced.

   What do you do if you find yourself in disagreement with the rules and regulations?
   1. Just keep quiet for a few days, and acquiesce. Go through the motions.
   2. Examine the reasons.
   3. Think over the aims and ideals. Do you agree with them?

   If, after due consideration you can find no adequate reason for them, or, if you feel that they are all wrong, then complain where you will get results. Muttering

. . . . . AT CAMP

and grumbling gets you nowhere — go to the director and state your case. Then, when you accept these things as reasonable, show it by your conduct. This means you — not your sisters and your cousins and your aunts. Be a true citizen—with a positive approach.

B. *Work — Evaluation and Criticism:*

Expect and accept this —it is necessary. Most camps have some sort of set-up for this:—interviews, blanks filled out, observation.

Directors develop a sort of extra-sensory perception. During one week:

1. If the director meets your cabin members gathered in a glum little group, obviously engaged in troubled conversation;
2. If all the things in the lost and found box belong to you and your cabin group;
3. If the light in your cabin is still blazing, and sounds of revelry are issuing forth after Taps;
4. If your children are standing near the dock shivering and waiting to go swimming — when you *finally* arrive;
5. If your table in the dining-room is noisy and littered;
6. If the director receives long-distance calls from worried parents who haven't had a letter or post-card from their children;
7. If none of your children are wearing rain-coats on a rainy day.

MRS. RALPH H. RAYMER
Director, Camp Tanamakoon

If all of these things occur, he knows you need guidance.

You should expect constructive criticism. You should receive helpful suggestions which will point the way to improving your work.

Be teachable. Sometimes these things hurt. Sometimes it hurts to grow. But be willing to try out the advice you get.

C. *Problem Solving:*

Put your brains to work. Problems don't have to be accepted passively. Most of them have a solution somewhere. (I'll throw out one you can think over: what should be done to prevent food parcels from being sent to or smuggled into the camp?). You may win the director's everlasting gratitude.

There have been many requests for a reprint of Mrs. Raymer's lecture at the Orientation Course for Camp Counsellors at the University of Toronto, Department of University Extension. We present it to our readers as a check-list for Directors or Counsellors.

The director is your backer. He is the one who can help you with your problems—but don't expect him to be a mind reader. And don't let your problem get big before you ask for help.

If you are asked to go in for an interview — GO.

D. *Reports and Paper Work:*

In the parent's eyes, the director is personally responsible for every child in camp. Obviously one adult cannot look after all those children. Keep the director informed, through various channels he has created for this purpose.

He can do things for you —

You can do things for him

E. *Care of Equipment:*

Referring to all equipment—tents, cabins, books, canoes, tennis racquets, the plumbing, even knives and forks and spoons. They represent the investment of thousands of dollars. You can't have your cake and eat it too. If the budget for each year must be spent on repairing and replacing lost and damaged articles, the camp cannot extend its equipment each year.

There is a peculiar kind of vandalism which seems to be inherent in human beings which becomes apparent in the great out-of-doors. Cutting bark from trees, strewing refuse about, dumping garbage in the lake, carving names on cabin walls, slitting canvas with a knife, using canoes for benches, throwing the dishes away instead of washing them. We are doing our future citizens a favor when we teach them not to be vandals.

F. *Public Relations:*

1. Visitors expect a cheerful word of greeting, or a nod.
2. Parents expect to meet you when they come to camp. Don't run and hide. Remember, they love Johnny. Remember, they are stuck with Johnny for a long time to come — give them a ray of hope.
3. *Time off:* You are representing the camp, (remember when you signed your contract). Behave so that the general public feels — "that must be a good camp".
4. The trunk that goes home at the end of the summer . . . tidy it, send clothes home in a presentable condition.

2nd Area — Maintenance Staff

Get a concept of who does what in the camp.

Who gives the cooks their orders?

Who gives the caretakers theirs? Find out how one gets something done around the place. Some of it you can do yourself.

1. Learn their names.
2. Treat them with courtesy.
4. Let them get on with their work.
3. Show appreciation of their work.

Don't waste their time.

An influx of unexpected guests can demoralize any kitchen — at home or at camp. Most directors would exchange any number of counsellors for one good cook.

3rd Area — Other Counsellors:

Now find out where you fit in. To whom are you responsible? Obviously the director can't manage all details, so there are Section Heads, Activity Heads, etc.

A. *Living and Working with others*— your own peers.

1. *Pitfalls:*

1. Gossip (the grapevine)
2. Borrowing:
   (a) Personal
   (b) Camp equipment
3. Untidiness — living quarters, elsewhere.
4. Telling other people how to do their jobs.
5. Noise
6. Exclusive friendships
7. Letting George Do It.
8. Practical jokes
9. Tardiness
10. "Center staging it"
    (a) as an individual on the program.
    (b) your activity

2. How to be popular in one easy lesson. You've heard it before. Put yourself in the other person's place — "Do unto others".

1. Be considerate.
2. Be a professional staff member. Back up your fellow workers with your enthusiasm and loyalty.
3. Lend a helping hand.
4. Keep your possessions collected.
5. Uphold policies you have helped formulate or agreed to.
6. Help the new counsellors.
7. Keep yourself in good condition.

Part of this job is learning to be a member of a group. Let's face it. For most of us life is a group experience. There is still room for you to be an individual — no one wants to warp your personality, but getting along with others is the first qualification for all jobs.

3. *Time off:*

1. Remember that your job is important. See that all details will be looked after while you are absent.
2. Remember that the camp cannot operate efficiently or adequately without a staff. This may require some adaptability on your part.

4th Area — and the most important of all: — THE CHILDREN

Pause for a moment and go back to the beginning — philosophy. Ask yourself — "Why does this camp exist?"

"The Camp is for the Campers" — Never forget this for one minute.

What do we do for these campers?

A. As a counsellor your job will include all the little details of every day life; much of it will be an educating process:

1. How to make a bed—maybe how to get into one.

2. How to use a broom or polish a lantern.

3. How to write a letter.

4. How to wash themselves: be thankful pigtails are not so stylish now.

5. How to change clothes—or wear the proper ones for the weather.

6. How to tidy trunks and check trunk clothing lists.

7. How to deal with a wet bed.

8. When to send a child to the nurse, or to the doctor.

9. Quiet—rest hour and after Taps; remember the camp is for the campers.

10. Dining room — manners; noise; eating habits; singing; running in and out.

All of this is on a graded scale depending on whether the child is six or sixteen.

B. It will include teaching activities:

1. Know the material yourself.

2. Know how to teach it.

3. Make it attractive: — motivation (five senses). Challenge them, make them want to learn.

4. Let them learn. You are cheating the children if you do it all yourself. i.e. Going on a cookout, and doing all the cooking.

5. Concentrate on the pupils; don't frustrate them. Be on time . . . and *teach*.

6. You will probably teach in a field other than your own. e.g. — the music counsellor on a cook-out; the canoeing counsellor leading a sing-song.

And if you are teaching swimming, sailing, archery, chopping, whittling, etc., *never* take your eyes off them for a moment. Camping is full of life and death situations.

7. You will be expected to be able to help your group plan for rainy days; have ideas for special events; know things to do for an evening programme; how to run a party.

C. You will be expected to know and understand your campers:

1. Learn their names.

(a) Incidentally, don't fall into the habit of speaking of the children in derogatory terms. If you call them "little monsters" often enough, you may begin to think of them as little monsters, and treat them as little monsters. This is applicable too to derogatory nicknames. People going through life with a nickname such as "Ape", "Monkey-face", "Hippo", "Carrot-top", are being saddled with a burden which may colour their attitudes toward life.

2. It is not exactly correct to think of yourself as a temporary parent. You are not the parent of these children. There is an emotional involvement in parenthood which

colours the thinking and makes it almost impossible to look at a child objectively.

(a) "Just like his Father" "just like his mother".

(b) "You are our child—you cannot get poor marks in school".

You, as a counsellor, are in a much more fortunate position for observing that child. You see him living with a group of his peers. Few parents ever have this opportunity. You see him without the cloak of self-consciousness that he wears when in his parents' presence. (e.g. you yourselves "Act differently", at camp than you do at home). You are providing the protection and the loving interest that is found in the home, but vou are also giving this child an opportunity to test out his independence, a chance to see what he can do as an individual.

You will agree — no two children are alike. But — do you put this knowledge into practice?

Learn to know children — use their trick of observation. Go with them to evening programmes, watch how they act and react. Go for walks with them and listen to their conversation. Watch the the group getting ready for a stunt night, or a tidying the cabin. Encourage conversation at the table — and listen. Learn what activities appeal to them and how they are getting along.

3. *Children are human beings.* They may be small, but they have the same basic needs that you have. They need recognition, affection, belonging to the group, achievement. They need to feel that they are living in a democracy.

Maybe you can decide for yourself what he needs to get from camp. But turn the coin over. Have you found out what he, the camper, the individual, the person *wants* to get out of camp. What are his hopes and dreams? These too, are his needs. Ask a fifteen year old and you get a list — a ten year old and you get "Fun".

Sometimes it helps to sketch a little picture, remember what you were like at that age. Say to yourself, I am ten years old. I am in Grade five. My teacher is Miss Jones. Life is full of fun and problems. Your clothes had to be like those of everyone else. You were quick to sense justice and injustice in your leaders. You expected them to be patient and explain things over and over again, until you understood them. You expected your "share" of everything going on. (Like dealing out a pack of cards). You expected your exalted leader to see whether it was a ball or a strike, and you let him know in no uncertain terms when he called a fair hit a foul ball. Now quickly, before you lose that feeling say to yourself — "How would I like my counsellor to treat me if I were ten years old, and in this cabin group?". Now you are learning to put yourself in the child's place.

Now go a step further — and really forget about yourself and put yourself in his place. Be the kind of counsellor he needs. "Do unto others" — again.

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AMONG OURSELVES

By John Halcrow

General Manager,
London YM-YWCA

CHARTERS T. SHARPE

The Reader's Digest Magazine has presented many interesting "most unforgettable characters." Each person can think of his own "most unforgettable character." In this article on C. T. Sharpe I present my "most unforgettable character" or my "most likeable character" or my most remarkable character" or my———anyway an excellent fellow, as many people will agree. I appreciate the invitation to write this article.

Twenty-four hours after I had met C. T. Sharpe, school teacher, camping enthusiast, and ex-YMCA secretary, I stood on the Orillia Railway Station platform with him. In his pocket was a telegram from a student of some years back. The student was to have a ten minute train stop at Orillia during a longer trip.

The train seemed barely in when a handsome ,enthusiastic young fellow was rushing up the platform toward us. The young fellow, grasping "C.T." by the hand, fairly shouted, "Where's your second handkerchief?" Quickly "C. T." produced two handkerchiefs and challenged the young fellow he called Johnny. Later I learned this was a rule from school days which required each student to carry a spare handkerchief.

The life of Charters T. Sharpe has been made up of many kind acts, interesting experiences, humorous incidents and innumerable friends. I have known him for over twenty-five years. He was born in Toronto—and is proud of it. Some friends know "C. T." has a twin sister. Many know he had three sisters and one brother, each of them proud of our hero.

As a boy he attended Givens Street School, and in his spare time could frequently be found at West End YMCA. He obtained a part-time job as a parcel boy at the T. Eaton Company. Probably the Manager of the

Parcelling Department still has nightmares when he recalls those days. It is recorded that our hero had a willing spirit, but too many thumbs — or at least fingers which worked like thumbs.

Having overcome a difficult start, "C. T." decided that he should abandon education to enter the world of business. Unknown to her son, Mrs. Sharpe visited the West End YMCA Boys' Work Secretary, and obtained his cooperation to keep the wavering student at his studies. "C. T." still refers to the kindly, but adroit way, this "Y" Secretary persuaded him to stay at school. Many times in public speeches "C. T." has stated, "Anything I can do for the YMCA will not be adequate to repay what the "Y" has done for me". The foregoing expresses the appreciation and loyalty of C. T. Sharpe for good organizations and worthy causes.

In 1909, Orillia secured the young fellow of our article to make him the first Boys' Secretary of the town's YMCA and one of the early pioneers in organized Boys' Work. He served Toronto West End YMCA in the same capacity during the 1912 to 1915 period. Many men now successfully established, including the Premier of Ontario, The Honourable Leslie Frost, recall happy and progressive "Y" days under Boys' Secretary Sharpe.

At the outbreak of war in 1914 "C. T." offered his services and in 1915 was directed into the YMCA War Services. He served with distinction in England, France and Belgium throughout the war, with rank of Captain, heading up the difficult task of serving the very widely-dispersed Canadian Railway Troops. When the war ended most men were in a rush to return to Canada, but "C. T." accepted a call to remain overseas on a clean-up job. He travelled extensively in England and on the Continent on this work.

Month's after the war's end, back in Canada, a decision had to be made between taking further education or immediately re-entering YMCA work. A selection of the educational opportunities later led him into the teaching profession.

Boys of widely varying appearance, size, temperament and intelligence passed through the usually gentle, but when necessary, very firm hands of this teacher. He taught for twenty years at the Toronto Normal Model School, seven years at the University of Toronto Schools, and for three years, just prior to retirement in 1951, was the Government's first full-time Director of Camping for Ontario. His classes were patterned to some extent along the lines of the great schools of England, but enriched with many unorthodox and wonderful individual touches. Some are well worth the recounting. Possibly better than any other way these anecdotes reveal the character of this "most unforgettable character."

It was just prior to a Pancake Tuesday that I was invited to the annual school recognition of that day. Upon arrival I was warmly welcomed and directed to a seat along with various dignitaries from business, professional and educational fields. The room was kept clear in the centre except for a rope drawn tightly across at a height of about six feet. A group of happy, excited lads lined the walls. One could feel the anticipation from this group. Finally "C. T." appeared in the centre of the room and appropriately addressed the gathering. The boys took places on the opposite side of the rope. Suddenly there appeared the largest frying pan in history, and in the pan the largest pancake. "C. T." accepted the pan with great dignity. The boys cheered. With a short run, followed by a great heave, "C. T." tossed the pancake high in the air and over the rope. Pande-

monium broke loose as the boys wildly scrambled for handfuls of the giant pancake. To eat it might have caused indigestion. To get the right handful meant riches—it was loaded with many coins of various denominations. It was a great annual school event. Someday before I totter off to the Great Beyond I wish I could be a pancake grabber, or at least a pancake tosser. Happy memories for the lucky boys.

"C. T." has always maintained high personal standards. Often by example, conversation, or inducement he has persuaded others to set their standards higher. He recognizes the harm from smoking by juveniles, and frequently gives advice. At times he used to take a two dollar bill and make an agreement with some lad. Tearing the bill in half "C. T." would give half to the selected boy. An agreement was made that, if the boy had not smoked by 18 years of age, he could claim the complete bill, as "C. T." filed his half away. One day a young man telephoned to say he would celebrate his 18th birthday soon and he had refrained from smoking. On his birthday "C. T." took the fellow out to dinner. As a highlight of the event, "C. T." matched the two halves of the bill and presented the fellow with both, asking what would be done with the total of two dollars. To "C.T.'s" surprise the young man said, "I am going straight to the nearest store and buy myself a $2.00 pipe." When asked the brand of tobacco he would use the young fellow replied, "I'm not going to start to smoke yet, but I earned the pipe and I might as well have it."

If you meet me sometime and want me to reminisce, ask me about the adventures of C. T. Sharpe. Remind me to tell you how "C. T." mailed a housebrick "collect" to a friend in Ottawa; how he traded 50¢ new ties for $2.50 ties; where he stuck his big thumb into the wet wall finish of a new building; when he lost his bags at Sarasota; how the hospital officials would not give him a dismissal prior to Christmas because the hospital needed him to cheer up fellow patients at hospital Christmas festivities; and how he got on a train at Belleville to go to Peterborough and was enroute back to Toronto.

Charters T. Sharpe is a remarkable fellow. I have travelled many enjoyable miles with him — and hope to travel more. I have seen him buy a complete row of seats to take young lads to a National Hockey League game; give a splendid playing field to a Boys' Camp; travel hundreds of miles to do a favour; support work in several Churches, and spend many hours with a lad who needed help to work out a personal problem. One time he had strings of pennants made up at personal expense to loan out without charge to Churches, Y's, Schools, Clubs, etc. He has sent out over 2000 Birthday cards per year for many years and the recipients really appreciate them.

In 1944 he was elected President of Toronto West End YMCA without having previously held office. This unprecedented honour came in the Centennial Year of the YMCA. For twenty-five years he was associated with two of Ontario's well known private camps for boys. Earlier he operated YMCA and Sunday School Camps. As Director of Camping for Ontario he probably visited more Camps in any one season than any man in Canada.

Being a bachelor, "C. T." comes and goes at his own convenience. He recently went on a six-week trip to Europe and was gone nearer to six months. His gift to me from each country:—a sample of their form of licorice. Maybe my later visit in Lon-

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MEDICAL SUPPLIES
FOR THE CAMP INFIRMARY

By J. H. Ebbs, M.D., F.R.P.C.(C).

In the establishment of a summer camp for children with an enrolment of about fifty campers, the following list of supplies may be helpful. Specific quality, brand name or supplier have not been mentioned since many of them are local, and doctors attending the camp may have individual preferences. Different quantities may be ordered more economically, but those listed would at least be satisfactory for the original equipping of an infirmary.

First aid supplies for out-trips are not included in this list of medical supplies.

Enamelware:

Wash basin, 12-15 inches in diameter (one for each infirmary bed)
1 Solution bowl
1 Kidney basin (curved)
1 Instrument container with lid
1 Instrument tray
1 Bed Pan — adult size
1 Bed Pan — child size

Glassware:

6 Medicine Glasses — graduated
6 Thermometers — stubby
6 Medicine droppers — straight
6 Bottles (empty) with caps
3 Syringes — hypodermic 2 c.c.
1 Glass jug — graduated — 16 oz.

Rubber Goods:

2 Hot Water Bottles — stopperless
1 Ice Cap
1 Ear Syringe (large)

Miscellaneous:

1 Balance Scales (weight)
1 Pair Crutches — adjustable
1 Waste Receptacle
1 Hand Brush
12 Safety Pins
1 Box Drinking Straws
2 Boxes Tongue Blades (child size)
1 Box Wooden Applicators — wooden — 6"
1 Tin Talcum Powder

Instruments:

1 Pair Scissors — 5½" (chrome) — one sharp and one blunt point
1 Pair Scissors — bandage — 5½"
1 Forceps — splinter — 4½"
1 Pair Forceps — dressing — 5"
6 Needles — hypodermic — #25

Bandages:

12 Gauze bandage — 1" x 5 yds.
12 Gauze bandage — 2" x 5 yds.
12 Gauze bandage — 3" x 5 yds.
6 Crepe bandage — 3" x 5 yds.
6 Flannel bandage — 3" x 5 yds.
3 Triangular bandage — cotton

Dressings:

1 Package — 30 — Gauze Pads (sterile) 3" x 3"
1 Package — 36 — Gauze and cotton pads. (sterile) 6" x 6"
1 Package — Gauze — plain — 5 yds.
1 Box — 100 — Adhesive Dressings (waterproof) — ¾" x 3"
1 Roll Adhesive Tape—12" x 10 yds. (assorted width cuts)
1 Wall Rack for above
1 Roll Absorbent Cotton — 1 lb.

Antiseptics:

16 Ounces Rubbing Alcohol
16 Ounces Antiseptic Solution
e.g. Zephirin Chloride (aqueous or tincture)
Metaphen (tincture) etc.
8 Ounces Hydrogen peroxide 3%

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HOMESICKNES

"A Symptom Complex Related to Separation from Home"

By Dr. Taylor Statten

Director of Child Psychiatry,
Montreal Children's Hospital

PART I

This study is made on 75 cases of campers in 15 camps considered by their directors to be "homesick". Homesickness can manifest itself in a variety of ways. It is often, but not always, related to being away from home. However, it may be a means of escaping from difficulties in getting along with others, or a way of attracting attention and manipulating others. It often represents deeper problems in a child of his family relationships. In its most natural form it is related to the struggle of growing up. It can therefore be defined as a symptom complex which reflects an underlying emotional state, usually depressive, to which the child is attempting to adjust.

Symptoms and Signs

The most common symptoms were "crying", "loneliness", and "despondency" which were observed in three-quarters of the cases. The most frequent symptoms which appeared in approximately one-half the cases was the "desire to go home", "poor appetite" and "inactivity". It is somewhat surprising that the symptom of the desire to go home is not more frequent. However, we are all very familiar with the child who is courageously trying to work out his homesick feelings. "Poor appetite" and "inactivity" are often the first symptoms of physical illness and therefore we must not be too hasty in considering these as just homesickness but must put the responsibility on to the medical authorities. I cannot caution you too much on this point. Children do develop illness on the way to camp, some incubate infectious diseases during the first few days or weeks at camp. It is a wise administrator who insists that all children considered to be homesick be checked by the doctor. It allows the child to see that his symptoms are recognized, taken seriously and that he is going to be taken care of no matter what the cause of his symptoms appears to be.

There is another important group of symptoms which can represent or suggest physical illness, or merely the physical components of emotional stress and anxiety. They were present in approximately one-fifth of our cases and in order of their frequency are: poor sleep, abdominal pain, headaches, either constipation or diarrhoea or both, and vomiting. It goes without saying that these children should be examined by a doctor. He can often define the problem for the child, in a way that will help him come to grips with what the underlying cause of his symptoms may be, in a way that no non-medical person could possibly do.

Another group of symptoms which appear with about the same frequency as the above group, i.e., one-fifth to

one-quarter of the cases, is perhaps the most difficult group to handle. These are the "feelings of being prosecuted", that "everybody is against him" and "that nothing is the way it should be".

The other symptoms which have been included in the check list are, excessive dependency, extreme anxiety, appearing in about one-fifth of the cases; and aggressiveness, unco-operativeness and attention-seeking, which are seen less frequently.

Incidence

We will now turn our attention to the incidence of homesickness. It was stated by one observer that all children are faced with this problem and that we are only aware of those children who as yet have been unable to reach a satisfactory solution. We see this symptom complex but we do not call it homesickness. It is a mood or a reaction, expressed as disappointment or sadness, to some known external cause, but where a reaction has been set off within the child because the present set of circumstances had reactivated emotions belonging to some traumatic situation, such as a separation, in the past. So we are not going to put a number on the incidence of homesickness.

It is certain that the amount of homesicknes will vary with the basic security of our homes and communities, children being able to leave home with a feeling that they will return to it again and find it and their loved ones intact and happy. We can say that the more we are aware of the existence of these symptoms and of their meanings, the more likely we are to be able to recognize the problem or the potential problem.

A Theoretical Concept

Can we reach any basis for a better understanding of homesickness by consulting the psychiatric literature? The description of our homesickness complex resembles the psychiatric symptomatology of grief, mourning and depression.

It is necessary to turn back a few years to the time of the newborn infants, because we belive that many of the patterns of behaviour seen in older children and adults are derived from experiences laid down in those early formative years.

The first interpersonal relationship experienced by a human being is the mother-baby relationship and through it he learns, right from the start, patterns of expecting certain treatment and reacting to the treatment. Within that relationship he experiences very early in life two fundamental emotions. For one we use the term "love", to describe a state of satisfaction and security in which all the baby's dependent needs are being gratified. It is out of this most primitive relationship of total dependent love that the adult love state develops. For the reverse emotion we use the terms "anger, rage or hate", to describe a state in which the baby is reacting to bodily discomfort, hunger and fear and in which his dependent needs are not being met.

The intensity of these two emotions arises because, at the most primitive level, they relate to the basic instinct of self preservation. Whether the young one is a kitten, a bird or a human baby, it will only live if its parent cares for it enough to supply it with food and warmth; if the parent rejects it and abandons it while it is still helpless and dependent, it will die. The kitten mew-

ing, the bird squawking and the baby bawling for food are motivated by the same drive. However, for the human baby, the feeding situation is also the situation in which he first experiences cuddling, caressing and mothering. Very quickly the ideas of food and affection become linked together; the witholding of the one comes to imply the withholding of the other. The baby develops a loving attachment to the giver of food and affection, the mother; and he turns on her the primitive infantile hate and rage when she appears to be witholding these things.

The realities of everyday life make some periods of frustration and temporary witholding inevitable, so that every baby and young child has the experiences of both loving and being angry with his mother. The quantity and quality of these two live experiences as the child continues to develop are considered to be important factors in the future development of his personality. Guilt enters into the problem of dependent love and hate at an early stage; this guilt is the anguish and self-blame felt by a dependent child when he experiences hateful and destructive urges towards the mother whom he also loves and needs. It is as a result of this conflict that the first feelings of depression are experienced. When the dependency relationship has been only partially satisfactory and there has been too much experience of hate and frustration and too little of love and gratification these feelings with guilt may be the core of a state of depression, with its mixture of longing, loneliness, unsatisfied dependency yearnings and feeling of unworthiness and inferiority.

Therefore, in attempting to reach a better understanding of what is going on in the minds of our homesick children, that we may more wisely plan their management, we can usefully consider the elements that go into the formation of infantile depression.

Classiffication of Homesickness

In considering the group of 75 cases, we find that they fall roughly into three sub-groups, although there is naturally some overlapping.

1. *Homesickness as a natural symptom of growing up* when the depressive feelings arising out of a temporary loss of loved ones have not yet been accepted but will disappear as soon as new substitute loved ones are found.

2. *Homesickness due to inadequate environmental situations* where the normal child's requirements of love and dependency are insufficiently met and he therefore experiences an excess of feelings ranging from unfamiliarity and dissatisfaction to insecurity, destructiveness and hostility.

3. *Homesickness based on faulty parent-child relationships,* where disturbances are present within the personality of the child as a result of existing or earlier difficulties in relationship with family members. Here love has been distorted into anxious dependency; and excess hate has been experienced and often accompanied by guilt feelings.

(1) The first group in whom homesickness occurs as a natural symptom of growing up, is probably the most numerous. These feelings are inevitably experienced by growing children as the bond of dependency is loosened and they have to separate from their loved ones. As a matter of fact, they are

common feelings to adults also. The only difference is that many adults have learned to recognize and tolerate them, whereas the children are distressed by these emotions because they have not identified them and do not understand what they are really all about.

Situations do occur which make home the important place to be and which would make anyone away from home wish that they were there. These can vary from such normal events as the birth of a new baby, to not wanting to miss the visit of some beloved relative or not wanting to give up a position on the local peewee ball team; or in the case of the reluctant adolescent in the turmoil of first love, not wanting to take the chance of losing out to some rival. All of these situations can be very serious matters and under certain circumstances it might be best for the child to stay at home or have some special arrangement made for at least a visit home. More difficult situations crop up where one or other parent is seriously ill or a divorce is under settlement.

It is not infrequent to find a situation where one child is miserable because he knows his parents and his brothers and sisters are together having some new and different family experience, either tripping, travelling or just living in the country.

(2) To turn to the second category, environment, which makes the child feel less secure than usual, is very familiar to us all. The separation by distance and difference in routines may cause quite a disruption to some children. Problems around eating and toileting can be very disturbing. The most upsetting experience to certain children is finding themselves among a large group of other children with little or no opportunity for privacy. Some children seem to be lost with an inability to find themselves until they begin to make friends and get a sense of belonging.

(3) In considering the third group, children with personality problems and disturbed parental relationships, we are leading into the more complex cases of homesickness. The children being referred to now are often basically unhappy children, malajusted at home and similarly maladjusted away. They are dissatisfied with themselves and have absorbed the feeling of unworthiness through living with unhappy, unsatisfied and unsatisfying people. The homesickness in these cases does not fade with the passage of time. Only with an extreme degree of careful understanding and a great quantity of time and effort do some evidences of progress appear.

In exploring the manifestations of homesickness in this group of disturbed children, we shall find that we are discussing abnormal extremes of the same feelings which are to be found in all our cases of homesickness. In order to understand these more complicated problems we shall also find ourselves considering the mental mechanisms which human beings use to try to protect themselves from emotional pain or discomfort. These are known as defense mechanisms". We all employ them to a moderate degree in meeting the ups and downs of everyday life. They are unhealthy, however, when used excessively or inappropriately. These defences are often not used knowingly by the conscious, thinking part of our mind. They operate at the level of the unconscious mind, that great storehouse of forgotten memories and unrecognized drives from which many of the motivations for our actions spring.

The successful accomplishment of adjustment requires a satisfactory resolution of the problems of separation from home and family. The life experience of the child up to the time of going away may have prepared him inadequately for this experience. Into this group fall the children who have been rendered excessively dependent by an overprotective parent, or because of their need to hold on to the family because of the tenuous ties of excessive drive for the child to grow up too fast.

What happens inside a child who lives in such an atmosphere? In the first place, he is made to feel that even normal amounts of hostility are very wrong feelings for anyone to experience. He never learns that one can be angry with a loved person without destroying the love relationship. He is never allowed to deal with these feelings and never has the opportunity to learn to tolerate them in himself or others. Yet, like all children, he is sometimes going to feel hostile to his parents and since many such children sense the fact that they were unwanted, he is especially liable to experience such emotions. Because of the presence of such unpermitted feelings, he will begin to regard himself as bad and unlovable and will become guilty and depressed. In such a child, where love has been largely replaced by anxious over-dependency, memories of fear and hostility outbalance those of love. When his excessive dependency is violated by separation, the feelings of hate and anger come flooding into consciousness and are extremely difficult to tolerate and control. At this point, various defence mechanisms may come into play.

One way in which the child may attempt to handle the anger, hate and badness which is threatening him from within, is by projection. That is to say he projects or throws it on to his surroundings. He actually distorts reality and sees all those around him as hateful and bad people and the surroundings as an unpleasant place with inadequate facilities. He imagines his home folks as benevolent givers and protectors and is convinced that they would immediately come and take him home if they only knew how horrible the camp was.

Other defense mechanisms which may be used are repression and denial. Repression is a process by which emotions which would result in suffering if consciously experienced, are censored before they even reach the conscious mind. They are held down in the unconscious, but the effort of holding them down absorbs much nervous energy and produces various undesirable tensions and distortions in the emotional life of the individual. The allied mechanism of denial is one by which a person appears to blind himself to what is before his eyes and to fail to react appropriately to the actual circumstances.

It is in our youngest children that we are more likely to see the use of denial and repression. It seems necessary for many children of the nursery school and kindergarten age to use these defence mechanisms if subjected to separation from home. For this reason most psychiatrists would not support camping for this age group unless it was felt that the parent-child relationships were unsatisfactory and that the camping experience would give an opportunity to do some reconstructive work with the family. In children of this age we can sometimes see a "precocious social phase" which the untrained eye may interpret as a wonderful and succesful adjustment to camp. This is a form of denial and can be a very dangerous

stage of adjustment in which to remain because it acts as a barrier to the formation of any deeper relationships.

Dr. John Bowlby of the Tavistock Clinic in London, sees two ways in which repression takes place in the preschool age group, when prolonged separation occurs. Here the need to be mothered or the mental memory or image of the mother, or both, can be repressed. In the situation of the precocious social adjustment it is the need for mothering that is repressed; often the image of mother is also repressed. In small children who have taken on a very close attachment to a nurse or a counsellor as a mother substitute the need for a mother is not repressed. Sometimes these children make a slip of the tongue and call the nurse or counsellor "mother" and seem to repress the memory of the real mother and home. There is a very strange reaction to the parent often accompanied by confusion or lack of recognition when the real mother appears on the scene. Talking of home, letters, snap-shots and gifts from home and visits from parents all help prevent this repression. We all recognize, I am sure, the need for parental substitutes but we may be less aware of the need to help maintain the child's image of his parents.

Some children are able to express some anger but they cannot permit themselves to aim it at the real target, namely the parents. So they use the mechanism of displacement; that is, they displace their anger to some less vital person or object .

Other children turn their hostile feelings back to themselves and they may be expressed as a sense of unworthiness but more frequently they will feel that something is wrong with themselves. This will often take the form of a physical complaint. The sleeplessness may be a means of preventing horrible nightmares or bad dreams.

The child who has experienced too much dependency and too little real love, requires excessive material demonstrations of his worthiness. This is what is commonly called greed. He never gets satisfied because what he is after is love but not knowing what this is, he demands its substitutes. These may be attention, food or material things. The child with a huge truck and several bags full of unsuitable things for camping may be the tip-off for the existence of such a problem. When he gets to camp and finds his supplies of "good things" rationed he is in a bad way. His old self-protective mechanism is threatened so that he will make great bids for attention and show everybody his fine equipment. If he cannot satisfy his greed sufficiently he will become overwhelmed with his inner feelings of not having "enough good things" within himself. He will protect himself as long as he can from this intolerable thought by building up feelings that everybody is after what he has . . . that campers and staff are trying to take from him all the time . . . that everybody else has more privileges than he has. He may develop a substitute feeling of envy of his fellow campers and will put forth every effort possible to be sure to outdo them. We may be more familiar with this cover-up for not having enough of the "good things" in group activities in competitive sports, where the team that is not quite good enough develops the alibi of "that robbing referee".

The problems of depression which are so common in adolescents can be considered in the same way, only here they are unleashing their former pent-up feelings of dependency, hate and anger. The more these have been pent up, the

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don, England, sums up the feeling of thousands of people toward C. T. Sharpe. An English YMCA Secretary was showing me around the London YMCA. I asked him if he knew my friend C. T. Sharpe who stayed there about two months before. The Englishman stopped, looked at me in a kindly way, and said, "Yes, I know Mr. Sharpe. An excellent chap. As a friend of his, we want to be of special service to you. It will sort of make up for the kindness he showed to us when he was here."

My enthusiasm could prompt me to continue more about C. T. Sharpe, but the allocation of space does not permit it. It is certain we only go this way once. Life moves along at a brisk speed. Few of us will ever be in the history books. Each person we meet will be better or worse from the meeting. Many will agree with me that we are better for having met C. T. Sharpe. Long may we continue to enjoy his friendship.

—●

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WILD LIFE CORNER

By Barry G. Lowes
Director, Camp New Moon

Children are alive and inquisitive concerning the world about them. Too often this natural curiosity is squelched at camp. Most camp directors admit that they would like to begin a nature program, or vitalize a moribund one, but plead lack of knowledge. Knowledge, while valuable, is not necessary. Curiosity is the most important prerequisite. With the numerous fine resource books available, knowledge can be built up.

This column is designed to offer suggestions that will help to encourage this richest area of program. Any suggestions or ideas from readers will be gratefully received and acknowledged.

INSECT TRAP

Rather than chase all over the countryside in pursuit of insects, let them come to you. The lure is light.

Simple to set up, an insect trap becomes a fascinating doorway into the insect world and a favourite night activity. Any counsellor can do it. Here is how.

Stretch a white sheet between two trees, or in a doorway, or hanging from a cross-bar, etc. Place a strong source of light (e.g.) flashlights, electric bulb, a coleman lamp, etc. behind the sheet. Wait and watch.

Soon dozens of different kinds of moths and insects attracted by the light settle quietly upon the sheet. They are easily picked off and placed in a bottle that has a small piece of blotting paper soaked in carbon tetrachloride at the bottom. Kept tightly shut, the fumes kill the insects rapidly without injuring their wings or colouring.

STAKING YOUR CLAIM

This activity teaches observation and clearly points up how chock full of life the ground really is.

Each camper stakes his claim to one foot of earth. As he digs, he sifts each shovel-ful of soil looking for living creatures, grubs, beetles, worms, etc. The winner is the one who discovers the most in his one-foot claim. This game invariably leads to a desire to know what has been found; why they are underground; their life cycles; what they eat, etc.

continued on page 66

DUEL . . . . . .

We have Miss Mary Baker of the Y.W.C.A. of Canada, to thank for editing this Department of your magazine.

COUNSELLORS SHOULD SLEEP IN THE SAME ROOM WITH THEIR CAMPERS

The cabin counsellor's job is the most difficult, demanding and important one in camp. It is only natural that at times he should wish to retreat from the campers, to be alone, to relax. However, having a room of his own is not the answer to the problem.

How can he relax behind a thin partition with the ominous sounds of cabin life impinging upon him? How often must he leave his room to act as mediator? Unquestionably, he needs escape. But it must be provided by the camp administration through days off, evenings off, and as conditions allow, time off during the day.

A counsellor's room, contiguous with the camper's is not only an illusory escape but it is bought at the expense of camper-counsellor relations. The price is too high.

Program is everything that happens during a camper's stay at camp. The greatest values that any camper derives from camp result from hour-by-hour living experiences shared by the whole cabin group.

that the camper is moulded more by what occurs during these many other hours

Activity periods are important, no one can deny this, but experience proves that the camper is moulded more by what occurs during these many other hours of the day. If the guidance of the counsellor is more necessary at one time or another, it is during these many "free" hours spent in and around the cabin. To divorce the counsellor from this intimate living, sharing contact with the campers, is to forfeit all those vital, incomparable opportunities for group living that are the major reason for operating our camps.

Instead of living in constant, friendly, natural contact with his campers, he becomes an undeclared "outsider". The thin partition becomes a wall between him and his campers. He must come out of his room in order to be with them. Too often his visits are confined to disciplinary sortees. Rather than being an integral part of the group, the room widens the gap between them.

A radio played softly or a small bed lamp for reading are no more disturbing at night when the counsellor lives in the same room than if he has his own room.

Freedom to relax alone, these things he does need, but they can best be satisfied by sensibly planned time off. Do not try to purchase this illusory escape at the expense of an intimate living relationship. The price that must be paid is too high.

. . . . . ISSUES

This month's Issue arose from provocative discussions at one or two Executive Meetings. What do you think?

COUNSELLORS SLEEP IN THEIR OWN ROOMS

The counsellor's principal responsibilities for campers at night center about his concern for their safety, his concern for any personal attention they may require in case of emergency, and the sense of security a child feels because his leader is "close at hand".

Counsellors who are required to sleep in the same room as campers, find themselves in a situation quite different from that which exists at home. The counsellor needs a certain amount of privacy, and his relationship with his campers is frequently at a more helpful level if he has "a place to call his own". In the high tempo of camp living, his need also is for a place where he can organize his clothing, his books and personal possessions for easy access and quick reference.

It is assumed that a counsellor will have some free time in the evening. Must he then tiptoe in, attempting to ready himself for bed without disturbing his campers? If he wishes to write reports or personal letters, must he always go to a lounge or writing room where other counsellors write, some read and some just cavort around? If he wishes to talk over the day's activities or problems with another counsellor, must he do so in whispers, or in the hearing of his cabin group?

The counsellor's room should certainly be in close proximity to the campers' quarters in order to meet the needs indicated in paragraph one.

The counsellor *is* not and *cannot be* "one of the boys", if he is to perform his unique and exacting function. In all fairness to him, let's give him a room of his own.

REGINA YWCA

and It's New Summer Camp

By Mrs. R. J. Rowe
Chairman, Regina Y. W. C. A. Camp Committee

For many years, the Regina Y.W.C.A. has dreamed of a summer camp to meet the needs of girls in the Regina Area. Finally, in 1956, this dream was realized through co-operation with the Regina Kiwanis Club who had operated a camp at Glen Harbour for many years, for under-privileged children.

Since the Kiwanis policy has been to build up a project until it is well established, and turn it over to some other organization to continue its operation, this site was leased to the Y.W.C.A. as a non-sectarian group, to organize and operate, the Kiwanis Club being responsible for maintenance of camp buildings and grounds.

Fifty-eight miles north of Regina, Glen Harbour is situated on beautiful Last Mountain Lake, near the town of Silton, amid gently rolling prairie hills. The cabins on the site provide accommodation for a maximum of eighty girls, with additional cabins for dining, indoor activities, sick bay, and Camp Director's cabin. With these facilities, the original plan called for three two-week periods for girls: one for age ten and eleven; one for age twelve and thirteen; one for those fourteen and over. However, we had very few registrations for the seniors, so we decided to abandon that camp group and place the few older girls who had registered, in the intermediate age group. We feel now, that in another year, it might be advisable to plan two, or even three, camps with girls of all ages able to attend each camp, since family holidays make it difficult for us to accept any certain age group for a specific period.

The fee of twenty-five dollars covered the two-week period, and was compared with Church and Girl Guide camps where all leadership is voluntary. However, the venture was not too succesful financially, due to the fact that all our staff had to be hired. Another year, with "Y" staff available, our expenses will be cut considerably. Campers registered from all areas of the city as well

as from several out-of-town points. Among them were thirteen sponsored girls so we felt we had a diversity in economic and occupational background. They all learned to take responsibility as members of cabin groups as well as in the group as a whole, and every-day experiences in daily devotions helped them to understand and respect each other.

As to the camp staff: we have a Camp Director, Food Services Director, Waterfront Counsellor, two Counsellors and two Assistant Counsellors. Each one had a good camping background, and was well able to carry out the activities which included swimming and water safety instruction, crafts, sports, nature lore, cookouts, hikes and stunt nights. We also held a special day at which Y.W.C.A. World Service was interpreted to the girls. Games stemming from various countries were played, and quilt blocks were made for quilts which were to be sent in parcels to World Service Countries.

For their camping period, campers and staff were covered by liability insurance. The Camp Director and Counsellors held St. John Ambulance Certificates, First Aid and Home Nursing. Two local doctors were on call within a short distance of camp in case of illness or accident. The camp facilities were approved by the Sanitation Inspector, both before and during camp

continued on page 60

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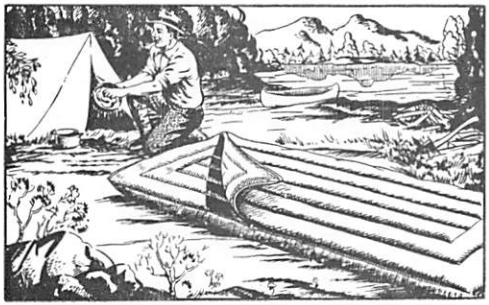

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Tell It To Your Campers

Not only campers but counsellors as well, should be keenly alert to the dangers an axe of any size or description can present at all times, and should be encouraged at every turn to develop the utmost respect for this indispensable tool.

Obviously, no canoe trip or cook-out hike can be complete without the axe to cut firewood, tent poles, saplings for shelters or cooking areas, and for many other supplies. But however necessary it is, strict rules for its use should be laid down by the camp director, and by the tripping counsellor; it should be placed in the hands of experienced counsellors only, and of a few senior campers who are thoroughly aware of its dangers and potentialities, and who can wield it expertly.

It is Mr. W. J. Stinson of the Ontario Department of Lands and Forests who, in describing it as the most dangerous of cutting tools, suggested ten rules of safe use . . . rules which, he said, could be followed with advantage by cottagers, campers and woodsmen everywhere:

1. Make sure that you are clear of others.

2. Check for obstructions such as brush, limbs or lines.

3. When cutting small brush, hold brush firmly with one hand and cut away from yourself.

4. When cutting down a tree, see that there are no dead limbs, loose objects or leaning trees that may fall when the tree is jarred by the axe.

5. See that everyone, including yourself, is clear of the tree before it falls.

6. When limbing a tree, start from the butt and, standing on the opposite

continued on page 64

WHODUZIT?

W. E. (TED) YARD
Y.M.C.A. Camp Pinecrest

How many camp directors have, at some time or another, encountered misunderstanding in staff arrangements and responsibilities? Sometimes the misunderstanding is related to *responsibilities*. Sometimes it is related to *privileges* and *conditions of work* . . . sometimes even to the amount of remuneration.

Here is what Hedley S. Dimock calls the camp staff:

— The Spiritual Center of the Camp Community.
— The Value Center of the Camp in Operation.
— The Center for Determining the "Educational Destiny" of the Camp.
— The Chief Center for satisfaction or frustration for both campers and staff personnel.
— The Morale Center of the Camp.

Surely we must have a clear-cut agreement with these staff persons who are so vital and entirely essential to the achievement of our particular objectives.

Many camps use "agreements", many use "contracts", many use "exchange of letters" in confirming staff arrangements. It is not our purpose here to hold that any technique is better than another, but we present as a basis for general consideration, a type of "Staff Member's Agreement" used in one situation in an effort to establish clear understandings at the very beginning of important staff relationships.

NAME OF CAMP
ADDRESS
STAFF MEMBER'S AGREEMENT

Name..... Date.....

It is my understanding that I am to serve at Camp..... for the season beginning.....and ending.....

Responsibilities:

In addition, I will assist in other phases of the camp programme when called upon, according to my ability.

Remuneration: Board and lodging plus honorarium of.....for full period specified above.

Transportation: staff member's responsibility or.....

Relief Time: Each person on camp staff is entitled to one day off each week . . . from after breakfast until 12 *midnight* in July and until 1 a.m. in August. Relief periods are provided during general swims, rest period, and after lights out according to a schedule posted by Section and Department Heads.

If my conduct is considered by the Camp Director to be detrimental to the achievement of the camp objectives, I agree to withdraw from camp upon request.

The general responsibilities listed on the other side of this sheet apply to all staff members and become a part of this agreement.

Signed.....Home Address.....

Telephone.....City or Town.....

Approved:

....

Chairman, Personnel Committee Camp Director

Please return one signed copy to above address.
(Agreement void unless signed copy returned within 7 days).

GENERAL RESPONSIBILITIES OF ALL CAMP STAFF MEMBERS

I In work and in personal conduct, earnestly strive to carry out the basic purposes of the camp directorate.

II Give primary consideration to the health and well-being of everyone in camp.

III Capitalize upon every opportunity to make each phase of the camp programme contribute to the essential unity of OUR camp life.

A. Co-operate with other staff members in fulfilling their specific responsibilities.

1. Cabin counsellors should assist instructors and specialists wherever possible.
2. Staff specialists should enter into the cabin-group life, visiting cabins to talk with individual groups and to check on progress of individual campers.

B. Participate in all camp-wide functions and activities:

1. Chapel.
2. Evening programmes.
3. Courteous reception of visitors and parents.
4. Camp improvement projects.
5. Camp clean-up work.

IV Share in creating and maintaining high morale among campers and staff.

A. Be cheerful at all times.

B. Give attention to personal neatness and cleanliness.

1. Take pride in personal appearance and in appearance of clothing.
2. Keep bed and clothing clean and in order.

continued on page 61

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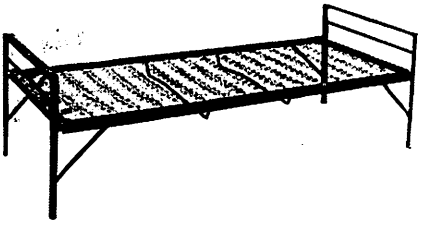
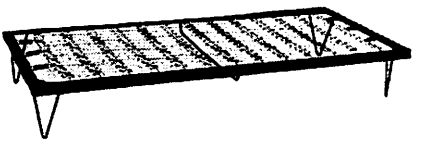


Model No. 1—No-Sag Folding Camp Cot — finished in walnut enamel — angle iron or tubular bedsteads (slight extra charge) at each end.



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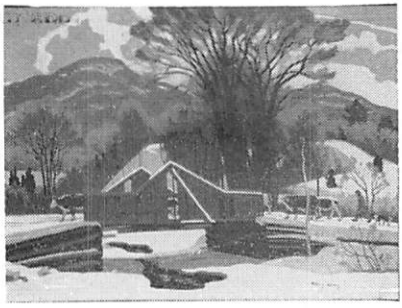

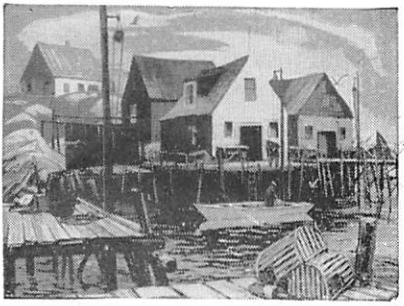

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THE GRASS GROWS GREENER

By J. B. Liddell
Camp Mia-Konda

Lawns are difficult to maintain where their use is purely ornamental, but where the grass is required for recreational use or to hold on to banks and slopes the problem becomes worse. One thing we should be thankful for is that our lawn grasses are very tolerant of the treatment we give them; give of their best under all conditions; and thrive in spite of all we do to discourage them.

This brings out one point: if we give even token maintenance and care to our grass areas they will respond a hundredfold. Fertilizing in spring and fall with help and if allowed to go through hot, dry spells without cutting they will be so much the better. Close cutting is one of the main problems grass has to contend with. Grass on the average lawn should never be cut closer than 1½" allowing it to grow longer in shady areas or where heavy traffic will cause wear. Remember, too, compaction on heavy soil will cause rapid deterioration particularly during periods of hot dry weather.

The establishing and maintenance of grass areas is usually a problem of soil conditions. Some have sand, others gravel or clay. Those with solid rock, of course, have no worries. The type of soil plus the availability or otherwise of a good water supply determine the sort of grass we can establish. Cold does not enter the picture; luckily all our permanent lawn grasses are quite hardy. Light soils in the absence of adequate moisture supplies are the most difficult areas in which to establish grass. Light gravelly or sandy soils are also usually infertile; that is, they lack the normal plant foods and are difficult situations during periods of drought. Heavy soils, on the contrary, tend to hold on to moisture, usually have a higher concentration of plant nutrients. They are slower to dry out, but will compact badly under heavy foot traffic which may be a worse condition than drying out. Both problems can be combatted by proper care and maintenance. Remember, any crop, grass or otherwise, needs feeding for best results, so if your grass areas are suffering, perhaps a little care may bring them back into shape.

Good grass areas can be established even on difficult soil conditions by selecting suitable seed mixtures. As I have indicated all our permanent lawn grasses are hardy, all that is required is a variety to suit our particular area. We do have a choice. Among the best of lawn grasses are Kentucky Blue Grass which is best in medium to heavy soils where moisture is adequate. Then we have the Fescues (Creeping Red Fescue and Chewings Fescue) which will withstand shade and fairly dry conditions. For very dry and gravelly soils Canada Bluegrass does well and also thrives on clay and very wet soils. With the addition of a nurse grass (one that germinates quickly but dies out eventually) we should be able to make up a mixture suitable for all but the most difficult areas.

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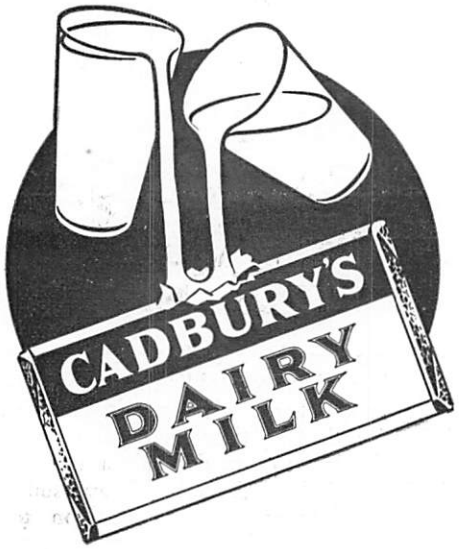

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The following are suggested basic mixtures with rates of sowing from 4 lbs. to 6 lbs. per 1000 sq. ft. of grass area. These mixtures are not prescribed for giving a golf green type of sod, but will give a good hard wearing lawn.

Where water is available:—

Heavy and Medium Soils:
60% Kentucky Blue Grass
20% Creeping Red Fescue
20% Perennial Rye Grass

Light Soils:
50% Kentucky Blue Grass
30% Creeping Red Fescue
10% Canada Blue Grass
10% Red Top

Where Water is Scarce:—

Heavy and Medium Soils:
40% Kentucky Blue Grass
40% Creeping Red Fescue
20% Perennial Rye Grass

Light Soils:
60% Creeping Red Fescue
25% Canada Blue
15% Red Top or Perennial Rye

Good preparation of the site is most important, giving the grass a good start. Adequate moisture during the germination period is a must if a good catch is to be expected. In every instance a low nitrogen fertilizer such as 2-12-10 or 20% Superphosphates should be worked into the top inch or two of the soil before sowing. Rates of between 20 lbs. and 30 lbs. per 1000 sq. ft. of grass area should be adequate.

Fall sowing in Eastern Canada and British Columbia is usually best, but experience has shown that the best time for sowing in the Prairie Provinces is in the spring. This note is only a guide to the general principles of grass growing. There is a great deal more to it than this. Where large areas are involved it is wise to submit soil samples to the Department of Soils at your local Agricultural College with a full statement of conditions pertaining to your area. They will be happy to give you advice and recommend suitable seed mixtures and fertilizers.

—●

Canoeing . . .

A Canadian Heritage

By Mary Porter

PART II — ITS HISTORY AND DEVELOPMENT

The history of exploration in Canada. is intimately linked with the canoe. Champlain explored the Ottawa, Nipissing and French Rivers as well as Georgian Bay, the Huron country and Lake Ontario, all by canoe. *The Algonquin Story* contains an exciting description of his travels. He frankly admitted that the canoe was better suited to Canadian travel than the long-boat and skiff in which he had made a trip to Lachine Rapids.

The two major tasks in the explorations of the seventeenth century were to discover the water route between the Saint Lawrence River and Hudson Bay and the water route west from Lake Superior to the western Great Lakes. Simon and d'Iberville reached James Bay by canoe and claimed Hudson Bay for France. The latter task was completed by Vérendrye, a fur trader, around 1731. Thus, exploration, canoeing, and development of the fur trade seem to go hand in hand.

Competition for furs between the Hudson's Bay Company and the North West Company was keen. The large "voyageur" canoes were penetrating deeper into the interior of the country, carrying heavy supplies west, and cargoes of furs east. The Nor' Wester

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route was by way of the Ottawa River, Lake Nipissing and French River to Georgian Bay, along the north shores of lakes Huron and Superior to the Kamimistiquia River. The fort there was the noted meeting place of the fur trade, and the gateway to the western lakes and rivers of the Indian territories. The explorations of Alexander Mackenzie, the greatest Nor' Wester, to the Arctic and Pacific stand out amongst the most remarkable achievements of Canadians. He was the first white man to reach the Pacific Ocean by the overland route.

Canoes made it possible for the early French invaders to settle along the shores of the St. Lawrence, and for the missionaries to carry their gospel to the so-called savages of the interior. The Jesuit, Brébeuf, travelled the Ottawa-Nipissing route into the Huron country. Many missionaries travelled with the explorers as Father Galinée did with La Salle in 1669. Another Jesuit, Father Marquette accompanied Louis Joliet in his explorations and discovered the connection between the St. Lawrence and Mississippi Rivers.

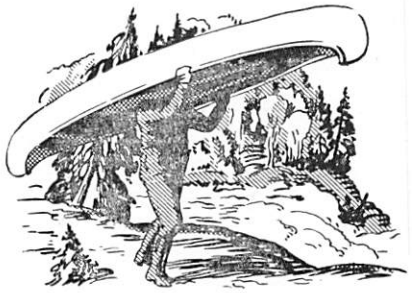
Several explorers described a strange type of skin canoe which they saw on their northern trips. This was probably the "kayak" or "oomiak" of the Arctic Eskimo; the fourth type of canoe native to Canada. It consisted of sealskin stretched over a framework of wood or whalebone. The covered deck protected the traveler against the cold Arctic winds. The modern kayak, with both single and double cockpits is used in many Olympic Games' events. It is more sharply pointed than the Canadian type and resembles a racing shell in shape. The paddler sits low in the craft and uses a double paddle. It has a covered deck and a small cockpit.

By the beginning of the nineteenth century the canoe was meeting compe-

tition in the East from the flat-bottomed batteau, which was used particularly by the incoming United Empire Loyalists. The North West Company adopted the batteau because it carried more freight than the canoe. In 1821 The North West Company was absorbed by the Hudson's Bay Company and George Simpson replaced the canoe with the "York Boat", a Norwegian type vessel. It became *the* freight-carrying vessel west of Lake Superior. Further competition for the canoe was the "Durham Boat", introduced on the St. Lawrence by the Americans. This flat-bottomed barge was eighty feet long, had a ten foot beam and was propelled by sails.

The Loyalists and later travelers also used the "Schenectady Boat", a variation of the batteau. These small flat-bottomed boats were used in the early mail service between Kingston, York and Niagara. However, even the batteaux were eventually replaced by the large paddle-wheeled steamships. The light canoe was retained for pageantry and swift passenger travel. One such pageant of voyageurs in their canoes was staged by Sir George Simpson for the Prince of Wales when he visited Canada in 1860. This was said to have influenced his decision to become Commodore of the Royal Canoe Club, the progenitor of the British Canoe Association.

Many changing conditions affected canoe travel in Canada. Woods were cleared for settlement, thus driving the fur-bearing animals further into the interior. The fur-trade was less profitable since silk was displacing beaver as the vogue in Europe. The building of roads and the Canadian Pacific Railway sped up overland travel, while the opening of canals facilitated the steamship routes on the Great Lakes. Even the Indians, formerly a migratory people, were now confined to reserves without excuse for travel. The birch-bark canoe was replaced by the stronger cedar strip craft in Ontario and the chestnut canoe in the Maritimes. In the far north the canvas canoe became popular because it is easily repaired. Peterborough, Ontario and Fredericton, New Brunswick became the new canoe-building centres of Canada.



These adverse conditions did not eliminate the canoe from our country but merely changed the nature of its course. The canoe still remains in the hearts and lives of vacationer, woodsman and camper as the safest and most enjoyable small craft in existence.

(To be concluded in the June issue)

The three articles are to be reprinted and sold for 25¢ per set, through the Ontario Camping Association Office.

—●

For Your Camp Library

DOROTHY M. DOUGLAS

1957 CAMP REFERENCE AND BUYING GUIDE

Compiled by the Editors of Camping Magazine.

Almost anyone who expects to have anything to do with operating or working in a camp will find value in this 10th anniversary edition of the Camp Reference and Buying Guide. The book's more than 150 pages are crammed with a wide variety of factual answers to questions likely to come up in the course of a camping season.

The book is divided into sections on Business Management, Food and Food Service, Health and Safety, Maintenance and Development, and Program. Each section is further subdivided to cover a wide range of activities.

For example, the Program section contains information on more than 200 different craft projects, graded by age of camper and with list of materials required. Also covered under Program are photography, boat mooring methods, equipment for camp waterfronts, dock layouts, pool maintenance methods, dimensions and diagrams of fields and courts for most popular camp sports, check-list of sports supplies, riflery pointers, graded tests of camping skills, equipment for out-of-camp trips, camp movies, etc. Other sections are similarly comprehensively covered.

Included also are a bibliography of over 300 books in the field of camping; a section on the American Camping Association, of which the Camp Reference and Buying Guide is an official publication; and the Buying Guide which lists hundreds of sources from which can be obtained nearly every product needed in the operation of a camp. Galloway Publishing Co., 120 West 7th Street, Plainfield, N.J. $2

STORY TALKS FROM ANIMAL LIFE

JACOB J. SESSLER

Do you know that a butterfly drinks through its tongue (as we use a straw), and why? Or that the worms on a farm weigh more than all the other animals —cows, horses, pigs, sheep, chickens— put together? Mr. Sessler tells us there are 1 to 2 million in an acre of farmland, an astounding thought indeed! Children will be intrigued with his account of the kangaroo which is barely one inch long at birth, the giraffe which

is born 5 feet tall, can walk on his first day, and can outdistance a lion when only a few days old. Here is a collection of 35 short stories for children about animal life, by a man who believes that children can be instructed in the great truths by the use of nature's symbols and illustrations, thus bringing universal themes into the framework of the child's interest and comprehension. He shows us the lion cubs with their mother and then points out how we too can learn from those older and wiser than ourselves; he tells us that the bumblebee is the only creature who can reach the nectar of the red clover, thus helping to propogate what is the essential food for cows, clover hay, which demonstrates that while a job may seem small it is important and should be done well.

Each chapter is a complete story in itself, taking about 5 minutes to read aloud. A leader might like to edit the material or apply it in his own way. For instance, I personally would find it a little out of character for me to say, "God made the lion in order that there would not be too many zebras", or "When God saw how short the zebra's neck was, he decided to give him a long head so he could reach down to eat grass". When he says, "While we may not know why God made the mosquitoes, at least in the mosquito He has shown us what wonderful things He can do", every camper will nod with understanding! G. R. Welch Co. Ltd., Toronto. $2

CAMP AND TREK

JACK COX

Every boy growing up in an even slightly British sphere of influence knows The Boy's Own Paper whose author, Jack Cox, is tremendously keen

Cont. next page

Singing Games and Dances

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For light-hearted people of all ages, here is a fresh, unique and easily used collection of more than 50 games and dances, each of them accompanied by both words and music. Instructions are clear and complete and, together with the glossary, make the book easy even for beginners.

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Catherine T. Hammett and C. M. Horrocks — $9.50

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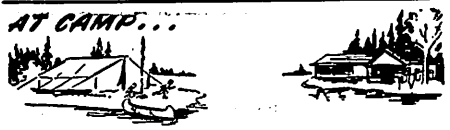

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on all forms of camping and outdoor adventure. His OUTDOOR BOOK ranks with the best books on Scouting, and now we have what he calls a "companion volume" in CAMP AND TREK. Sir John Hunt, leader of the successful Everest expedition, writes a Foreword expressing his conviction that young people can find greater adventure and deeper satisfactions in the "real life" of camping and trekking than in the more artificial pleasures of the cities.

For a party of 2 adults and about 12 boys of fifteen to eighteen years (an ideal group for lightweight camping treks) the author has many suggestions. While some portions of the book are oriented to conditions and opportunities found only in the British Isles, there are chapters with fine ideas for campers anywhere on the technique of camping and trekking, the choice and care of equipment, trekking with tents, cycling trips, and an especially good chapter on underwater exploration. Since they have a shortage of timber for cutting, camp cooking in Britain is done on portable stoves fuelled by petrol or paraffin; one is intrigued to note here that Cox commends highly the Canadian Coleman stove. While we might not indulge his recipe for "Bawd Bree' (a Scottish hare soup), there are some recipes — even French ones — that should cover the hikers' ribs all right. How they must wish for coals in which to try our ideas on aluminum foil cooking!

There is a splendid illustrated section on tents. And all through the book one detects a true appreciation of the teenage boy's potentialities. "In my opinion the greatest of all opportunities to train and develop the minds and characters of young people lies in healthy outdoor activity, based on proven methods of light-weight camping, cycling, canoeing and walking. It is the perfect answer to many problems of mental and social

adjustment. Initiative is allied with opportunity and that special kind of freedom which comes naturally with outdoor activity." Of such stuff are tomorrow's counsellors made! G. R. Welch Co. Ltd., Toronto. $2.50

BE PREPARED! (The Life and Illusions of a Scoutmaster)

RICE E. COCHRAN

Not to be confused with the official handbook on scouting, of similar title, that addition of an exclamation mark prepares us for a glimpse of what is going on under the scoutmaster's hat —and perhaps more especially behind his back. Illustrated by amusing line drawings by Robert Osborn, Scoutmaster Cochran's twenty years experience is his background for yarning in a thoroughly entertaining and often very helpful vein about everything from "How to toughen Tenderfeet", the handy guide he'd like to offer parents, that maddening staff at the National office, to jamborees and so forth.

There is nothing like a refreshing draught of humour to relax and reassure those who face problems and frustration in their efforts to do a good job. By sharing with us his anecdotes of almost every kind of triumph and tragedy that can assail a Scoutmaster and his troup, he helps bring a new perspective, too, on the very real satisfactions that can be found in working with that infuriating and fascinating aggregation of humanity — the boy scout troop, or for that matter any group of boys. G. J. McLeod, Toronto. $4

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continued from page 21

D. You will be expected to maintain Discipline. Keep him busy —"Satan finds things for idle hands to do". Perhaps he does need to sit on a rock and just think. But try to give him something worthwhile to think about, while he's sitting on that rock.

E. You will be expected to be discriminating in what you teach the camper.

Children are learning all the time —observation and imitation. Consequently when you are with them you are teaching them. The way you look; the way you act; the way you talk and the things you say. You cannot say "Now, I'm teaching — now I'm not".

This "monkey see, monkey do" side of children's nature is something parents learn about quickly — sometimes it is difficult for counsellors.

And so, you are teaching aesthetic appreciation; attitudes towards people and life. You are teaching posture and speech. You are teaching ethics and the principles of democracy. A word you speak may linger forever in the minds of these children. Teachers are always being reminded of this.

Counsellors must weigh and measure, and decide what are the good things, and what are the worthwhile things which are going to make this child's life richer. Help the camper learn to love the outdoors—to appreciate it, to live in it.

But keep it simple. Give it to him in his own terms. If it was his turn to empty the waste basket don't launch into a theoretical harangue on democracy. Teach him what he is ready to learn — you wouldn't teach a non-swimmer to do a swan dive.

A ten year old doesn't comprehend your personal problems. Unless they are within his powers to understand, they only be-fuddle the clean simple line of communication between you and him.

This goes for your philosophy of life too. Late adolescence and young adulthood is a time of questioning, and searching for knowledge, for tearing down all the existing structures of society and trying to find a way of building them up again. This is normal for you. You'd be stupid and unthinking if you didn't do this. *But* children are not yet ready for this. Don't force young, unprepared minds to cope with something they have no techniques to deal with. Aborigines can't learn how to behave in a ball room in one easy lesson. A horrified parent says "My Johnny says his counsellor doesn't believe in God". (A child will not be ready for a discussion of this kind until he's older).

F. You will be expected to MAKE IT FUN.

Please remember: you are working with human material. The most precious segment of it . . . the nation's children . . . the hopes of the future.

Yours is a twenty-four-hour-a-day job. What will you get out of it? The more you give, the more you get!

—●

WOODFIRE AND CANDLE-LIGHT

Some of Miss Mary Edgar's most enchanting poems were written especially for the early issues of Canadian Camping. Touched with whimsy and generously brushed with humour, they have an appeal to both camper and counsellor. Rare gems, these, since they are not available in book form; so we offer them here as an addition to your collection of Woodfire and Candle-light readings.

THE CAMPER AND THE BIRTHDAY SUIT

Once there was a camper
Whose first letter to her home
Amazed her doting parents
And inspired this little "pome".
(She wrote):
Dear Mum and Dad: Got here O.K.,
Please send a box of food.
My cabin mates inform me
There is swimming "a la nude".
They say my bathing suit won't do,
It's not the kind they wear;
Please buy for me a Birthday Suit,
And rush it here by air.

THE CAMPER AND THE SOAP FLAKES

Once there was a camper
Not too bright, alas, alack!
She stuffed her bag with laundry
And heaved it on her back.
She called to all her cabin mates
"I'm off to wash my clothes . . .
Shirts and shorts and hankies,
Underthings and hose."
Down to the shore she gaily tripped,
But this was her mistake:
Her box of powdered soap-flakes
She sprinkled in the lake!

LIFESAVING

Once there was a camper
And it was her boastful aim,
All life-saving tests to pass,
And thus achieve much fame.
Her "Buddy" practised with her
And clutched her with such vim,
She shrieked: "I much prefer to drown
Than be saved by means so grim".

TABLE TALK

Once there was a camper
And her counsellor heard her say
To the campers at her table
In the dining room one day:
"The meals we get are very good,
I'm really quite surprised;
It's such a great relief to know
The milk is *paralyzed.*"

ON SELECTING STAFF FOR JUNIOR CAMP

By E. Flynn

Comes this time of year and camp directors are in the throes of staff selection. The search for senior members is exacting enough, but when it comes to staffing a camp for the youngest of campers . . . the five-to-eight-year-olds . . . it's like looking for angels on a nearby cloud.

Counsellors for Junior Camp are a breed unto themselves. Their chronological age doesn't seem to enter the picture at all. A young person of eighteen or so may or may not be the kind of person who is aware of the constant needs of these tiny children; he may not think at the campers' level; he may expect too much of the campers, both physically and emotionally. A person who is past fifty may still be far from that state of maturity which places the needs of others ahead of his own. Anyone, of any age, may be the inspired, and inspiring, leader for older campers, yet possess not a whit of talent for handling small ones. On the other hand, we have all known people . . . they may be eighteen, thirty-five-ish or sixty . . . who are blessed with that precious sixth sense which can cope with tiny tots just like that. These people, ever on the alert, have what it takes to give small campers a summer of fun and new learning, and good health; all this, and an intangible something else, too.

What should a director look for when he selects his Junior Camp counsellors?

Before a reliable staff can be assembled, a definite conception of what he wants his counsellors to be must exist in the director's mind. Surely the first requisite is a capacity to create a happy, relaxed atmosphere in the whole section. Counsellors should, of course be in good health, and possess the kind of strong constitution that takes what comes as a matter of course, one that quickly adjusts to any contingency. The director will expect his counsellors to run the section efficiently and effectively; he will hope that his staff will be loyal to his philosophy of camping, to his concept of the results a programme should bring, to his theory that "camp is for the campers". He will certainly hope that his campers, through the enjoyment the counsellors have created, will go home with a love of their campmates, a respect for the Wide Open Spaces, and a keen desire for summer after summer of camp life.

This is only the beginning. Over and above all other qualities, skills and vir-

continued on page 58

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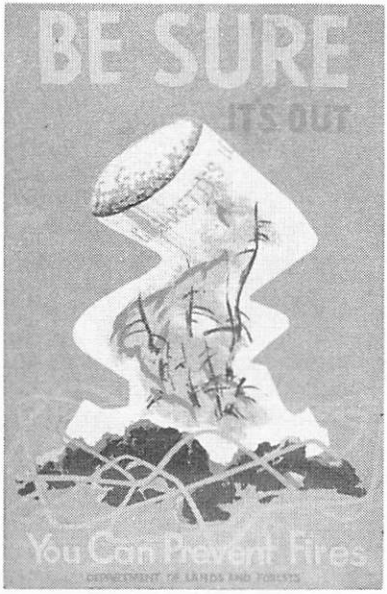

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tues, those in charge of this section must possess a genuine love for small children. This is not a worthless, sentimental kind of attachment. Rather is it the kind of relationship which calls for an understanding of their needs, their ambitions, their frustrations. It is the kind of affection which survives the camping period through thick and thin, overlooks faults or slights, endures through the child's trials and tribulations, and rejoices with his triumphs.

If an interview reveals that a staff member does not like camp living in all winds and weather, if he prefers the conveniences of city accommodation to a cabin or tent in the woods where the only running water is the lake, if he is not willing to attend to his charges at *ANY* hour of the day or night, then his place is not at camp, least of all in Junior section. Bear in mind that this person must himself feel at home in the woods if his campers are to absorb an enthusiasm he should possess.

A sense of humour is the velvet glove one needs always to temper the inevitable ups and downs of camp life. Without it, many a good jest is lost; with it, no enthusiasm can be dampened, no task is too discouraging. A true sense of humour, completely devoid of sarcasm, teaches children to laugh at themselves, and counsellors to view themselves less seriously.

Then there is patience. Who can survive a summer . . . or an activity . . . without it? In this age group, patience means, again, comprehension . . . that these small campers are not far beyond the primary stage of muscular development; that they cannot take long periods of activity; that they cannot sit still for as long as five minutes sometimes; that they cannot attain the degree of perfection older children reach with ease. The prospective counsellor should be well endowed with this virtue.

Cont. next page

Through questioning the applicant, the director can try to determine whether or not there is present in that person's make-up a sense of awareness that appreciates:

The childrens' capacity for excitement.
Their need for rest.
The point at which they are too cold to stay in the water.
Their need for certain foods.
Their need for extra bedding at night.
Their need for certain cabin mates and not others.
Their need for the attention of doctor or nurse.
Their need for recognition, for praise, for encouragement.

Does this presuppose that all Junior Camp counsellors must have special training or hold University Degrees, or certificates from this or that course?

As it is in any other business or profession, so it is in camp counselling. University training does provide students with an opportunity to think, observe, study and discuss. A course in Childhood Management teaches techniques for handling children and promotes extensive study in child psychology. But these are not the only criteria. The right kind of experience gained through actual work with small children can, in many cases, supersede book-training without experience. There are countless directors who choose from among their applicants those fine people who have been actively engaged in nursery school or creche work, those who have had extensive Sunday School training, or who are elder sisters or brothers in large families where responsibility for the younger members has been on their shoulders. Yet none of these may ever have been inside a University. They are, of course, well-read, intelligent people who possess most of the qualities outlined herein.

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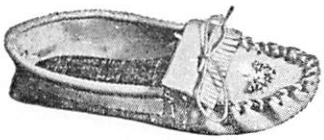

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continued from page 59

The ideal counsellor, perhaps, is a mature type of person of even temperament and quiet manner, who is experienced in the field of children's work, preferably one who holds a University degree in Physical Education, Physical or Occupational Therapy, Nursing, Social Work, Child Psychology, Music or Arts and Crafts. The person who heads up a section or an activity is usually found to hold a standing comparable to this.

Some counsellors, and very efficient ones, are married women . . . sometimes a married couple . . . who have, or who are at present, bringing up a family. It is imperative however, that as a staff member, this person can be entirely objective about her own children. She will, too, be able to give a much richer experience to her campers, and she will be more relaxed if her own children are old enough to live with an age group other than Juniors.

Need we mention that the prospective counsellor should be fastidious, prompt, careful of his manner of speaking as well as in what he says? Need we say that he should possess good judgement, be fair in his dealings, and poised enough to take teasing from his campers, play in their games with them, have fun with them, yet know how to stop at that Right Moment before the group gets out of hand?

A camping experience is every child's birthright. Counsellors can make or mar a whole summer, a whole life, an entire outlook. A few facts faced during the interview, a little time devoted to thought before reaching a decision to employ an applicant, may provide all the good things campers should have . . . especially when they are Juniors.

—●

Medical Forms

It is only recently that great strides have been made in the medical world with the introduction of the Salk Polio Vaccine, to the extent that a great many campers may have received their required shots during the school year.

Since directors are constantly concerned with the threat of Polio, it would make things easier for them and for the medical staff if parents could make this information available. Why not include the question on your Medical Form this year: "Has your child received Polio Vaccine? If so, how many shots?"

Another question which would assist the camp doctor is this: "Is your child allergic to certain antibiotics, such as, Penicillin, Sulpha, Tetanus Anti-toxin?"

If you have already printed your Medical Forms for this year, it might be worthwhile to attach a mimeographed memo, asking these two questions.

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continued from page 39

periods, and the swimming area for beginners and non-swimmers was marked off with buoys, the outer area being patrolled by boat with lifeguard counsellors on duty under the direction of the Waterfront Counsellor and the Camp Director. From this it will be seen that those who are planning and directing the camp are endeavouring to build up the highest standard of safety and camp procedure.

Glen Harbour was, assuredy, a successful venture, and it is our hope to expand gradually over the coming years, so that we can eventually register the camp's maximum number of children.

—●

continued from page 42

C. Be prompt in attendance at camp activities.
   1. On time for meals.
   2. On time at scheduled meetings.

D. Abide by necessary regulations.
   1. No swimming without a lifeguard supervising; no swimming after dark.
   2. Staff members are expected to remain on camp property unless on day off, or having made specific clearance with section head.
   3. Any person wilfully damaging, mutilating, or abusing camp or personal property is responsible for restoring such property.
   4. Staff members who smoke are asked to refrain from doing so in the presence of campers.
   5. Private cars are not brought to camp except by written permission of Camp Committee.

E. Be careful and prompt in completion of required records.
   1. Complete and turn in on time all records relating to the campers under your supervision.
   2. Keep accurate account of money, supplies and equipment placed in your care. —●

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It is a known fact that millions of dollars are fleeced from unsuspecting employers each year in every type of business by so-called "honest" employees. You, as a camp director or owner, would not hire a person for any trusted position unless you could trust him. The above employers trusted their staff members until they found out, to their utter dismay, that the books had been "fixed" or the cash box was short . . . when it was too late to do anything about the situation. A Fidelity Bond is the answer . . . the premium is low, and any amount of protection may be procured. This policy protects you against possible dishonest acts of employees, should they illegally take money, securities or merchandise. It also gives you an added check on your employee, since the Bonding Company will not issue a bond on an individual until they have investigated that person and found him to be reliable.

A note re Building Alterations —

Your attention is drawn to Clause 5 (a) of the Statutory Conditions of *every* Fire Insurance Policy. It reads as follows—"Unless permission is given by the policy or endorsed thereon, the insurer shall not be liable for loss or damage occurring: (a) to buildings or their contents during alteration or repair of the buildings and in consequence thereof; fifteen days being allowed in each year for incidental alterations or repairs without such permission." Look to the wording on the face of your policies to see if this standard clause is altered in any way.

Always Remember —

Your insurance agent represents you, not the company. He receives his compensation in the form of commission from the premium you pay to the company. If you have any questions about insurance, contact your agent; if he does not know the answer, he knows where to find it. He will be happy to be of service. Call upon him as you would your family doctor.

—●

Your Camp Director's Calendar

April

Spring check of equipment and supplies.

Detailed plans for spring maintenance.

Further staff interviews.

Specific orders for : Fuel, Kitchen Equipment, Staple Goods (food), General Supplies (expendable), (brooms, sweeping compound, chemicals, etc.), Program and Sports Equipment, Waterfront Equipment, Medical and First Aid Supplies, Articles for Resale—uniforms, crests, etc.; Mattresses.

May

Staff training.

Complete staff arrangements.

Complete transportation reservations.

Complete arrangements for doctor to be "on call".

Review program plans and list suggestions for:—New Techniques, Supplies Needed for New Features, Suggested Staff and Camper Committees.

Plan orders for initial deliveries of Milk, Bread, Vegetables, Meat.

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side to that which you are limbing, with your back to the top of the tree.

7. Cut the limbs close to the trunk and from the butt side of the tree.

8. If the tree is up off the ground, make sure your toes are not protruding under and in the path of the axe.

9. When cutting dead wood, be careful of hollow or rotted sections that will allow the axe to pass through freely with great force.

10. A moment's thought may be a great contribution towards the prevention of "Ax-i-dents".

As a guide when instructing the inexperienced, Mr. Stinson suggested:

1. When choosing a pole or single-bitted axe, choose a good axe head—one balanced slightly heavier on the bit side of the eye.

2. Check the pole or back for splinters or mushroom effect.

3. Check the bit for nicks and make sure it is ground with a good taper and that the bit has no shoulders.

4. Choose a straight, sound hardwood handle without cracks or splinters.

5. Make sure the head is properly hung on the handle and securely wedged.

6. Keep head end of handle oiled; this serves to keep the head tight on the handle by swelling the wood.

7. Keep the head free from rust and the handle free from gum or grease.

8. Keep the axe away from young children.

9. Never lay the axe where anyone may step on it.

10. Keep a protective guard on the bit of the axe when not in use.

—●

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●

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●

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BIRD CHARTS

Two certain ways to increase interest in bird identification are:

1. Give each camper a bird check list, secured for 2¢ each from the Royal Ontario Museum. There is real satisfaction in being able to check a new bird that is a "first" on a camper's list.
2. Make a large bird chart that can be posted on the nature bulletin board.

FIRST SEEN BY

BIRD	CAMPER	DATE	WHERE SEEN
Barn Swallow	Bill Bud	July 1	Waterfront
Tree Swallow	Mary Mann	July 3	Hydro Wires
Redstart	John James	July 3	On trail to Beaver Dam

This chart can be made even more interesting and colourful by pasting a small picture of the bird on the chart. Campers enjoy and deserve recognition for "first" birds seen during any season. Everyone will be surprised at just how many different birds will be recorded during any season. (75 to 100 is common)

If you have some nature ideas, projects or activities at your camp, please let us hear about them so that they may be shared with others.

—●

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stormier will be the adolsecents' adjustment and the more evidence there will be of guilt, moodiness, greed and envy, physical symptoms, sleeplessness, and attention-getting. Of course adolescence is complicated by an intensification of feelings of love and the realization of the potential for reproduction. Crushes and hero worship and puppy love affairs are attempts on the part of the adolescent to work out these basic problems. The need for privacy presents itself as a most acute problem for many adolescent children. There is an extreme sensitivity to their stage of physical development. There is a basic fear during this stage that development may not occur or that they have harmed themselves and prevented development through self-exploration. We were unable to obtain the age incidence of homesickness from our material but the large number of children of the pubescent period was unexpected.

—•

To be concluded in June issue

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